George Mason University
Graduate School of Education
EDLE 895-Emerging Issues in Administration and Supervision
Course Syllabus- Spring 2005

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Office Hours: Tuesdays and Wednesdays: 10-11 AM and 1-3 PM
Class Meetings: Wednesdays, 7:20-10:00PM
Weekends per course schedule at GMU Prince William
Campus Location—Robinson Hall A308

Course Description: This course examines emerging issues for education leaders. Students will engage in research, study, discussion, and writing about the topics that are selected for review.

Student Outcomes: At the conclusion of this course, students will be able to:
1- Identify major trends and issues that affect school leaders
2- Critically analyze and present divergent views on major education issues at the local, state and national levels
3- Demonstrate the ability to synthesize and evaluate information and make informed decisions---using data-driven decision making to build leadership capacity
4- Research trends and issues and present results in both oral and written formats
5- Develop an advocacy action plan on behalf of students for the purpose of informing and influencing policymakers

Student Expectations: 1) Students are expected to exhibit professional behavior and dispositions, 2) Students must follow the guidelines of the student honor code, 3) Students must agree to abide by the university policy for Responsible Use of Computing, and 4) Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center and inform the instructor in writing at the beginning of the semester. (For additional info and/or websites see the instructor)

Texts and Readings: There will be no specific text for this course. Articles, dissertations, portions of texts and other resources will be required as they relate to issues and trends.

Course Requirements: Students will be expected to attend and participate in all classes, and to interact with the instructor and other students. Each student will complete course projects, papers as scheduled. Late projects may be accepted in extenuating circumstances as determined by the instructor, but will be subject to a minimum of a one grade penalty. Students may choose to submit work in advance of the due date for review/reaction by the instructor---if such submission is at least two weeks prior to project due date.
Students will be expected to have access to a computer, the internet and blackboard for the purpose of staying current with emerging topics and changing course expectations (weather or other emergencies).

Course Activities:

1- **Class Participation** (30%)---Students will be expected to participate in class discussions, and to engage with other students and the instructor. It is expected that students will arrive to class on time, and will notify the instructor in advance when an unavoidable circumstance prevents him/her from either arriving to class on time or attending the class. Maximum credit for participation will be earned by those who are present at all classes and who are prepared to engage in class discussion. It will be required for students to participate in the annual EDLE Spring Conference on April 9 (see weekly schedule)

2- **Advocacy Action Project** (40%)---Students will develop an advocacy action plan on a topic of interest as a result of class exploration of emerging issues. This project will include a policy brief, a position paper, talking points, a letter to a policy maker, a press release and a power point (or other similar software) presentation to the class.

3- **Data-driven decision making module** (30%)---Students will participate in a data driven decision making module and complete all required work as a result of such participation. This module will be conducted on the weekends of March 11 &12 and April 22 & 23. This module is designed to build data leadership capacity in four major areas: 1) skill development in a variety of data tools, 2) application of these tools to the analysis and presentation of data, 3) team development in collecting and analyzing evidence of student learning, and 4) alignment of instructional interventions for increased student achievement.

Grading:

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Course Schedule: Spring 2005

Wed Jan 25  Introductions, review of syllabus & overview of course
Discussion of trends, issues, positions and strategies
Issues from whose perspective? Identifying the stakeholders.
Comparing public opinion from a local perspective with a national view
Assignment for 2/9: 1) Read the 36th Annual Phi Delta Kappa/Gallup Poll
of the Public’s Attitudes Toward the Public Schools
(www.pdkintl.org/kappan/kpolldf.htm), and 2) Search the websites of
professional organizations (AASA, ASCD, NSBA, NAESP, NASSP,
NEA, etc) and list the issues that are identified and their relationship to
the PDK Poll.
FYI: Begin to reflect on a topic or two that you might use for your
advocacy action plan. How are these issues related to your
dissertation topic? Be prepared to discuss with class.

Wed Feb 9   Perspectives on Issues---Local and National
Perspectives on Issues----Various Stakeholders
What did you discover from your first week’s assignment?
Guest Speaker: Linda Erdos, Director of Community Relations
Arlington County Public Schools
Assignment for 2/23: 1) Review the work of Dr. Harold Hodgkinson on
demographic changes in America. Bring hard
demographic data from your school and/or system to
discuss with classmates, relating it to the Hodgkinson
reports. 2) Select one issue for your advocacy plan
and be prepared to discuss it with class.

Wed Feb 23  Discussion-- student advocacy plan issues
Understanding demographic changes---impact on your school and system
Preparing you for NVLI Modules---Issues from local school divisions
How do systems deal with identified issues?
Assignment for 3/30: 1) Review the journals, local newspapers and other
current sources to expand your knowledge as to
“emerging issues for school leaders.” How are
the issues changing for today’s school leaders?
2) Locate at least one recent survey or study of
school leaders and summarize your findings
for an informal presentation/discussion with
classmates on 3/30
3) Be prepared to discuss your progress to date with
the identification of your “issue” and your
advocacy action project.
Fri March 11  Phase 1 of Data driven decision making module
Northern Virginia Leadership Initiative
Bull Run Building, Room 247
GMU Prince William Campus (4:30- 8:00 PM)
Kathy Gemberling

Sat March 12  Phase 2 of Data driven decision making module
Northern Virginia Leadership Initiative
Bull Run Building, room 247
GMU Prince William Campus (9AM-3PM)
Kathy Gemberling

Wed March 30  Relating DDDM to our respective issues/topics
How are the issues changing for today’s leaders
(Students support by summarizing findings---hmk from 2/23)
Individuals and Advocacy Plans--- Discussion
Assignment for 4/13: Obtain information about Pres Bush’s
High School Initiative.
1) What is included in this $1.6 billion proposal?
2) If fully adopted and funded, how would this impact
our high schools?
3) Interview several local school leaders for information
concerning their perspectives about this initiative

Wed April 13  Emerging issues and their impact on today’s schools
Students’ reports on The High School Initiative (from 3/30 homework)
Connecting your conclusions with your research…and with what we
know about effective schools.
Preparing for the final Advocacy Action Plan Presentations
Assignment for 4/27 & 5/4: Preparation for NVLI Module & advocacy
action project presentations

Fri April 22  Phase 3 of Data driven decision making module
Northern Virginia Leadership Initiative
Bull Run Building, Room 247
GMU Prince William Campus (4:30-8:00PM)
Kathy Gemberling
Sat April 23  Phase 4 of Data driven decision making module  
Northern Virginia Leadership Initiative  
Bull Run Building, Room 247  
GMU Prince William Campus (9AM-3PM)  
Kathy Gemberling

Wed April 27  De-briefing the DDDM NVLI module  
Final Advocacy Action Plan Presentations (1/2 class)

Wed May 4  Final Advocacy Action Plan Presentations (1/2 class)